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ABSTRACT

This document contains an annotated list of curriculum guides which may serve as models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The guides are taken from those sent to the National Council of Teachers of English during the past three years. Most of them are available for purchase from the schools and agencies responsible for producing the guides. Many are also available from the ERIC Document Reproduction Service (EDRS). The revised criteria for planning and evaluation of English language arts curriculum guides are also included. These criteria include an evaluation of each guide's philosophy, policies and procedures, objectives, organization, and process as content. They also deal with the guides' treatment of language, composition, media, reading and literature, and evaluation, and with the design of the guides. (SW)

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English Language Arts Curriculum Guides K-12

AND CRITERIA FOR PLANNING AND EVALUATION

1974

Edited by

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for the Committee on Curriculum Bulletins of the
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Foreword

Knowledge is of two kinds: we know of a subject ourselves, or we know where we can find information upon it.

—Samuel Johnson

The Educational Resources Information Center (ERIC) of the National Institute of Education exists both for those people who have information and for those who want to find it. Its basic objective is to provide information on significant current documents (reports, articles, monographs, speeches, books, etc.) and to make them readily available through the ERIC Document Reproduction Service (EDRS). The basic source of information about all current accessions into the ERIC system is *Resources in Education* (RIE), a monthly catalogue which presents bibliographical information, abstracts, and prices. It also announces documents available through normal publication channels. (RIE may be obtained from the U.S. Government Printing Office, Washington, D.C. 20402.) In addition, ERIC/RCS will emphasize the production of selective bibliographies and state-of-the-art reports, the publication of abstracts in special fields of interest, and the provision of similar services which assess rather than merely list current resources for reading and communication skills.

The Clearinghouse on Reading and Communication Skills, one of several clearinghouses authorized to date, is responsible for collecting, analyzing, evaluating, and disseminating educational information related to research, instruction, and personnel preparation at all levels and in all institutions in the following areas:

Reading documents which are related to all aspects of reading—cognitive, affective, and psychomotor—and to professional training, research, methodology, and organization of instruction.

English and Journalism documents which convey information related to teaching and learning the native language, both as a symbol system and as it relates to speaking, to writing, and to reading literature.

Speech and Theatre documents which cover all educational information related to radio/film/TV, forensics, interpersonal and small group interaction, theatre, oral interpretation, rhetorical and communication theory, public address, and speech sciences.

Introduction

The purpose of the Committee on Curriculum Bulletins of the National Council of Teachers of English is to review, as a service to schools, curriculum guides voluntarily submitted to NCTE and to recommend superior guides for display at NCTE conventions. Each year, the Committee compiles an annotated list of recommended guides for the benefit of schools and agencies which are developing curricula and writing guides so that they may obtain copies for examination. The purpose of this annotated list is to publicize good curriculum planning and guide writing in order to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The list is not compiled for the purpose of recognizing every better-than-average guide examined by the Committee. Because the Committee receives guides from school systems that wish to use this service, it must be recognized that the selections printed here are taken from those sent to the National Council of Teachers of English during the past year.

The Committee welcomes guides for review. Those schools and agencies which would like to submit guides should send two copies to the Curriculum Bulletins Committee, NCTE, with a letter indicating at least the purpose of the materials and whether they are the only guides used in the system or are complements or supplements to other existing materials (the nature of which should be briefly described).

The review service is performed by members of the NCTE Committee on Curriculum Bulletins, who examine materials carefully, comment on the printed list of review criteria, discuss the review, and make suggestions on a cassette tape. Persons who submit guides receive copies of the printed review and tape recording free of charge. Most reviewing is done in late spring and early fall of each year. The process usually takes from four to eight weeks.

All the guides recommended here are, with a few noted exceptions, available for purchase or free from the schools and agencies responsible for producing the guides, or from the ERIC Document Reproduction Service (EDRS). None are available directly from NCTE.

Through the ERIC Document Reproduction Service (EDRS), interested educators may order complete texts of most documents abstracted in *Resources in Education* (new title as of January 1, 1975; formerly *Research in Education*), a monthly catalog announcing current acquisitions. See the inside back cover for prices and ordering information.

Selected Guides Reviewed and Recommended in 1974

Grades K-12

A GUIDE TO TEACHING READING K-3. 1973. 199 pages. Wilmington Public Schools, Massachusetts. For information write to Dr. Carol Sager, Director of Reading K-12, 21 Wallis Road, Chestnut Hill, Massachusetts 02167. Available from EDRS only. [ED 090 530. EDRS price: MF-$0.75, HC-$9.00]

This curriculum guide was written with the intention of providing continuity to the Wilmington, Massachusetts, reading program—grades kindergarten through twelve. The skills and suggestions presented are adaptable to all reading materials currently available in Wilmington. The skills are meant to be developed in grades kindergarten through third as on-going processes. The guide is divided into the following sections: language development, vocabulary development, motivation, comprehension, word recognition, criteria for selecting activities, fluency, implementing the curriculum, assessment, and comparison of basals. In each section a rationale is presented and suggestions for developing skills in each area are provided. At the end of each section, pages for teacher comments are included.

CREATIVE DRAMATICS HANDBOOK K-6. Revised 1974. Harriet W. Ehrlich, Editor. The School District of Philadelphia, Pennsylvania. Distributed by NCTE, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 34457, $5.00 members, $5.50 non-members). [Not available from EDRS]

Building on children's love of play-pretend, Philadelphia teachers have developed an affective curriculum by incorporating creative dramatics into the regular classroom day. The hundreds of suggestions in this handbook emerged from workshops held over the years to train teachers in creative dramatics. Included are ideas for techniques that are used in creative dramatics—sense memory, characterization, and so on—and specific activities—pantomime, word games, improvisation with music. More than 50 vivid photographs testify to Ehrlich's conviction that creative dramatics can help urban children develop language skills, express strong feelings, and know "the sweet taste of success." Bibliography on multi-media resources.

LANGUAGE ARTS GOALS AND OBJECTIVES. K-12. 1973. 101 pages. $2.50. (Make check payable to Cherry Creek Schools.) Address orders to Milton W. Schmidt, Director, Program Development and Instructional Services, Cherry Creek Schools, 4700 South Yosemite, Englewood, Colorado 80110. [CS 201 447. EDRS price: MF–$0.75, HC–$5.40] (Write to ERIC/RCS for ED number)

Recognizing that the enrichment of the child's language arts experience is a prime educational responsibility, this booklet presents language learning materials which focus on teaching as developing awareness, widening the pupil's breadth of understanding, correcting poor habits, and cultivating positive attitudes toward language learning. Contents consist of lists of the language arts goals and objectives prescribed by the school district; sample behavioral objectives and testing models on the primary, intermediate, middle school, and high school levels for each of four student goals (to master communication skills, to acquire a sense of aesthetic discrimination, to become a self-actualizing person, and to assume responsibility for one's continuing development); suggested methods of evaluation; and a partial list of resource publications.

LANGUAGE ARTS INSTRUCTION K-6. A HANDBOOK OF OPTIONS 1973-74. 100 pages. $2.00. (Make check payable to Mt. Diablo Unified School District.) Address orders to Alpha Quincy, 1936 Carlotta Drive, Concord, California 94519. [ED 090 532. EDRS price: MF–$0.75, HC–$4.20]

This guide, written to provide teachers with alternative methods and materials for individualizing elementary language arts, contains six chapters. It also includes several diagrams analyzing instructional variables in a manner that provides teachers with alternatives for classroom instruction. The chapters are "Options in Program Planning," which states the guidelines, objectives, and variables in curriculum planning; "Assessing the Learner"; "Assessment/Diagnosis"; "Teaching Techniques–Methods"; "Choosing Materials," which contains an annotated list of generally available instructional materials and aids; "Organizing for Instruction," which analyzes several curricular and classroom designs; and "Sources," which contains recommended teacher aid materials.

HANDBOOK FOR LANGUAGE ARTS GRADES FIVE AND SIX. 1972-73 Series No. 8. $3.00. (Make check payable to Auditor, Board of Education.) Address orders to Publication Sales Office, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201 [ED 089 319. EDRS price: MF–$0.75, HC–Not available from EDRS]

Developed around the concept that a modern language arts program is planned to help students use language and understand the nature of language, this curriculum guide for grades five and six offers pedagogical approaches to comprehending ideas through listening, observing, and reading, and to expressing ideas through speaking and writing. Sections are given (1) to the extension of skills of auditory and visual discrimination, (2) to the extension of comprehension skills through listening and observing, (3) to the extension of literary appreciation and reading experiences, and (4) to speech in action, written expression, and learning about language. An appendix provides background information in language and literature, recommended books for grades five and six, recommended poems for grades five and six, a basic list in spelling, sounds of English, and selected teacher references.

AVON'S ELEMENTARY AND MIDDLE READING PROGRAM. 1973. 129 pages. $5.50. (Make check payable to Avon Publishing Account.) Address orders to Avon Public School Business Office, 34 Simsbury Road, Avon, Connecticut 06001 [CS 000 911. EDRS price: MF–$0.75, HC–Not available from EDRS] (Write to ERIC/RCS for ED number)

The purpose of this guide is to acquaint teachers with Avon's Nongraded Program and to make available to them a comprehensive set of guidelines relative to the concept of nongradedness and its subsequent implementation. The contents include a listing of the national sequence of change in elementary school organization, a discussion of the local process of change in an elementary school organization, a comparison of graded and nongraded structures, questions and answers on Avon's nongraded program, a discussion of the general structure and implementation of reading in Avon's nongraded program, a physical readiness checklist, a social readiness checklist, informal reading inventories for twenty-three levels, suggestions for conducting parent-teacher conferences, suggestions for reporting to parents, examples of progress reports for kindergarten children, progress reports for primary children, examples of reporting intermediate students' progress, an example of a letter to be used for transfer of students to other school districts, a summary, and a glossary of reading terms.

Secondary: Grades 7-12

LANGUAGE ARTS IN THE JUNIOR HIGH YEARS: EXPLORATION-STIMULATION-PREPARATION. 1973. 132 pages. Metropolitan-Nashville Public Schools-Language Arts Department. $2.25. (Make check payable to Metropolitan Board of Education.) Address orders to Mrs. Elizabeth K. Burgess, Supervisor for Language Arts, Teacher Center, 3501 Bryon Avenue, Nashville, Tennessee 37205 [ED 088 071. EDRS price: MF–$0.75, HC–$6.60]

This guide outlines a minimal expectations program which provides for a competency-based language arts education for the seventh, eighth, and ninth grader. The book is divided into the following main sections: language–listening, reading, word study, semantics, language structure, and speaking; literature–fiction and non-fiction; and composition–expository writing and creative writing. Each major section contains the following information: (1) teacher objectives, (2) student objectives, (3) minimal performance expectations, (4) suggested activities and ideas, and (5) suggested resources. The appendix contains a description of various teaching techniques, descriptions of four organizational patterns, samples of pre- and post-tests for diagnostic purposes, evaluation suggestions, an outline for a lesson plan, a student attitude inventory, and a list of adopted texts for language arts, grades 7-12.

COMMUNICATION ARTS 7-12. 1973. 384 pages. $12.00 Combined guide. If bought separately: English 7-12–$7.50; Drama–$1.50; Journalism–$1.50; Junior High Speech–$1.50; Speech I and II–$7.50. (Make check payable to Irving Independent School District.) Address orders to Ginna L. Rhodes, Irving Public Schools, 901 O'Connor Road, Irving, Texas 75060. [CS 201 285. EDRS price: MF–$0.75, HC–$18.60] (Write to ERIC/RCS for ED number)

This guide is intended to be used for instruction in communication skills from the seventh grade through the twelfth. Each section of the guide is identified by grade level and includes instructional objectives, a large and detailed variety of units of study, suggestions for introducing and motivating the units, required material, suggested activities, audiovisual aids, resource materials, and evaluation procedures. The instructional units include "English (Grades 8-12, Advanced)," which provides units of study on the short story, poetry, novel, drama, transformational grammar, composition, language usage and skills, library, mythology, romanticism, American language and dialects, the term paper, and prose fiction; "Regular English (Grades 7-12)," which provides units of study on paragraph writing, science fiction, basic sentence patterns, sentence expansion, rhetoric, modern plays, roman-

tic literature, and novelettes; "Junior High Speech," which includes units on listening, formal speaking, storytelling, bodily action, and discussion; "Speech I and II," which includes units on listening, debate, bodily action, and parliamentary procedure; "Drama 1 and 2," which includes units on the theater, stagecraft, and directing; and "Journalism 1 and 2," which includes units on the newspaper, graphics, interviews, amusements, and sports writing.

LANGUAGING, A COMPOSITION CURRICULUM, GRADES 7-8. 1973. 97 pages. $1.25. (Make check payable to Mt. Diablo Unified School District.) Address orders to Alpha Quincy, 1936 Carlotta Drive, Concord, California 94519 [CS 201 215. EDRS price: MF–$0.75, HC–$4.20] (Write to ERIC/RCS for ED number)

This curriculum guide reviews current theories on the teaching of writing, focuses on the nature of composition, and enumerates sequences of writing exercises for seventh and eighth grade teachers to consider for assigning to their students. Contents include "Rhetoric in the 1960's," which defines composition and explains what languaging is about; "Ways to Set Up a Composing Exercise"; "Composition Program Grade 7" and "Composition Program Grade 8," which present writing activities for those grades based on recording, reporting, and generalizing from one's imagination, life, literature, and the mass media; and "Assessment-Evaluation," which raises questions about evaluating student writing and discusses the purpose of the composition program.

A RESOURCE BULLETIN FOR TEACHERS OF ENGLISH GRADE 10. 1972. 352 pages. $10.00. (Make check payable to Board of Education of Baltimore County.) Address orders to Office of Curriculum Development, Board of Education of Baltimore County, 6901 North Charles Street, Towson, Maryland 21204. [ED 088 102. EDRS price: MF–$0.75, HC–$17.40]

This sequential curriculum guide for grade ten uses a sequence which encourages the teacher to begin with student experience and language and to progress to a variety of learning experiences which integrate all elements of the language arts and which permit students to discover their own generalizations and periodically evaluate their own progress. The steps in the procedure are: (1) propose a minimal situation which the students then develop and explore in a dramatic improvisation; (2) follow this with further exploration and development in class discussion; (3) use the ideas generated as the basis for student writing; (4) stimulate cross-commentary on and evaluation of the writing; and (5) provide for reading in the same mode of discourse. Three teaching

approaches used include small group discussion, dramatic improvisation, and induction. Units cover free reading, drama (interacting), language and feelings, points of view, the language of advertising, fantasy, reportage, argumentation, visual literacy, film communication, themes and variations, grammar, and the meaning in the poem.

AVON HIGH SCHOOL ENGLISH LANGUAGE ARTS PROGRAM. 1972. 246 pages. $5.50. (Make check payable to Avon Publishing Account.) Address orders to Avon Public Schools Business Office, 34 Simsbury Road, Avon, Connecticut 06001. [CS 201 029. EDRS price: MF–$0.75, HC–Not available from EDRS] (Write to ERIC/RCS for ED number)

This guide was developed to acquaint teachers with the Continuous Progress Program, which is designed to recognize the individual differences of students in a nongraded curricular system and to make available to teachers a comprehensive set of guidelines for implementation. The guide establishes the parameters within which the operation of an individualized process of instruction is to take place and presents seven principles on which the program is based. The contents of the document include "The National Sequence of Change in the School Organization," "Questions and Answers on Avon's Continuous Progress Program," "Philosophy of the English Arts Department," and a listing of specific courses within the program, including suggestions, skills, and materials.

AVON'S NONGRADED ELEMENTARY AND MIDDLE SCHOOL ENGLISH LANGUAGE ARTS PROGRAM. 1969. 138 pages. $5.50. (Make check payable to Avon Publishing Account.) Address orders to Avon Public Schools Business Office, 34 Simsbury Road, Avon, Connecticut 06001 [CS 201 028. EDRS price: MF–$0.75, HC–Not available from EDRS] (Write to ERIC/RCS for ED number)

This guide was developed to acquaint teachers with the Continuous Progress Program, which is designed to recognize the individual differences of children in a nongraded curricular system and to make available to teachers a set of guidelines for implementation. The guide establishes the parameters within which the operation of an individualized process of instruction is to take place and presents seven principles on which the program is based. The contents of the document include "The National Sequence of Change in the Elementary School Organization," "A Comparison of Graded and Nongraded Structures," "Teacher Involvement in the Avon Nongraded Program," "Questions and Answers on Avon's Nongraded Program," and a listing of specific levels within the program, including suggestions, activities, and skills.

Selected Guides Reviewed and Recommended in 1973

Grades K-12

ENGLISH LANGUAGE ARTS SKILLS IN THE BELLEVUE PUBLIC SCHOOLS. Three volumes. $6.00 per volume, three volumes, $15.00. (Make check payable to Bellevue Public Schools.) Address orders to James Sabol, Coordinator for English Language, Bellevue Public Schools, 310 102nd N.E., Bellevue, Washington 98004. [Elem.: ED 074 487; Jr. High: ED 074 488; Sr. High: ED 074 489. EDRS prices: ED 074 487 (419p.): MF–$0.75, HC–$19.80; ED 074 488 (457p.): MF–$0.75, HC–$22.20; ED 074 489 (459p.): MF–$0.75, HC–$22.20]

This set of curriculum guides discusses an English language arts and basic skills program which is designed to reflect the learner's point of view. Accordingly, this guide discusses teaching methods and activities that reflect what happens to students when they use language. The major divisions of the guide are identified as (1) "the way others say things are," (2) "the way I say things are," (3) "the way I say things might be," (4) "the way I say things should be," and (5) "the way I say I am." The guide also includes a discussion of basic skills for the writing program and supplementary material.

MILFORD VISUAL COMMUNICATION PROJECT. 1972. 35 pages. $3.00. (Make check payable to Milford Exempted Village Schools.) Address orders to Roy Ferguson, Milford Exempted Village Schools, 5701 Pleasant Hill Road, Milford, Ohio 45150. [ED 075 823. EDRS price: MF–$0.75, HC–$1.85]

This study discusses a visual communications project designed to develop activities to promote literacy at the elementary and secondary school levels. The project has four phases: (1) perception of basic forms in the environment, what these forms represent, and how they interrelate; (2) discovery and communication of more complex perceptual elements, such as distance, angle, depth of field, contrast, texture, sequence, and the relationship between sound and image; (3) perception of the spatial and sequential relationships between image and sound; and (4) synthesis of these skills. Throughout the project the children learn to understand and operate the equipment of the new media and to use this knowledge to communicate ideas. A tentative outline of skills to be taught in units on visual perception, still photography, the relationship between sound and image, media hardware, and multimedia comparisons is presented. The study includes suggested teaching activities for the first three phases of the project.

Elementary: Grades K-6

ELEMENTARY EDUCATION IN THE NORTHWEST TERRITORIES: A HANDBOOK FOR CURRICULUM DEVELOPMENT. 1972. 308 pages. $5.00. (Make check payable to Northwest Territories Department of Education.) Address orders to John Luccock, Department of Education, Government of the NWT, Yellowknife, Northwest Territories, Canada. [ED 073 473. EDRS price: MF–$0.75, HC–$15.00]

This curriculum guide describes a comprehensive program in elementary education for the Northwest Territories of Canada. The basic themes in characterizing the curriculum are that it (1) develops from the child's characteristics, (2) teaches English, when it is not the mother tongue, as a second language, (3) reflects the pluralistic cultures of the region on an equal basis, (4) allows students to choose freely their life patterns, (5) regards basic English as superfluous, (6) allows students to progress at their own rates through the curriculum, (7) does not use standardized tests, (8) uses heterogeneous grouping, (9) emphasizes learning in general more than specific subjects, (10) recognizes that communication is the heart of the curriculum, and (11) keeps accurate records of students' progress. The guide discusses in detail the following curricular components: crosscultural education, art, arts and technologies, health, kindergarten, language arts, mathematics, music, outdoor education, physical education, science, and social studies. An appendix discusses numerous suggested teaching topics and methods.

COMPOSITION LESSON MODELS FOR USE IN THE ELEMENTARY SCHOOLS OF PITTSFIELD. 1970. Temporarily out of print–is being reprinted as "Listen to the Snow Melt." Address orders to Norman C. Najimy, Pittsfield Public Schools, Pittsfield, Massachusetts 01201. [Not available from EDRS]

These composition lesson models for the elementary school English class provide suggestions for the teacher to stimulate children's interest in communication. Some of the composition models emphasize pre-writing motivational activities designed to generate responses, not only from child to teacher, but also from child to child and from teacher to child. Some models call for changes in the physical arrangement of the room or suggest activities beyond the usual daily ones. Although the lessons are not arranged in a strict sequential order, they are grouped into three sections. The first section focuses on stimulating sensory perception; the second section is devoted to developing skills in word selection, sentence structure, and paragraph development; and the third section focuses on stimulating enjoyment of poetic language. Teachers are encouraged to select and adapt lessons which seem appropriate for their students.

Secondary: Grades 7-12

GUIDELINES FOR THE ENGLISH PROGRAM IN THE MIDDLE SCHOOL AND THE JUNIOR HIGH SCHOOL. 1972. 134 pages. $4.00. (Make check payable to New Orleans Public Schools.) Address orders to Edwin H. Friedrich, Director of Curriculum Services, New Orleans Public Schools, 7[illegible] St. Charles Avenue, New Orleans, Louisiana 70130. [ED 077 017. EDRS price: MF–$0.75, HC–$6.60]

This guide states a philosophy of English teaching based on language development, then gives numerous language games and classroom activities that the teacher can orchestrate to meet the needs of individual students. Each of the three major sections (oral language experiences, written language experiences, vicarious language experiences) begins with an overview and a statement of behavioral and non-behavioral goals, followed by games and other activities for implementation. Drawing on current research, professional literature, and the best classroom practices observed in New Orleans Public Schools, the guide deals lucidly with sentence combining, group proofreading, free writing, collage book reviews, improvisation, discussion skills, and related topics.

RESOURCES FOR THE TEACHING OF ENGLISH: GRADES 8-12. 1972. 357 pages. Two volumes. $3.00 per volume. (Make check payable to Durham County Schools.) Address orders to Joyce Wasdell, Assistant Superintendent, Office of Durham County Public Schools, Durham, North Carolina 27000. [ED 072 459. EDRS price: MF–$0.75, HC–$17.40]

This two-volume curriculum guide describes an English program for grades eight through twelve. The guide begins with four essays on the teaching of English. The first essay deals with some of the problems of a changing English curriculum, the second discusses goals for the language arts program, the third discusses the teaching of writing in the junior and senior high school, and the fourth discusses stimulation games that might be used in the classroom. The second volume of the guide presents resource units for each grade level: a unit on communication for grade eight; poetry for grade nine; listening, writing, oral expression, and multimedia for grade ten; interpersonal relationships for grades ten and eleven; and literature for grade twelve. There are three appendixes: (1) a list of supplementary books used in Durham County, (2) procedures for ordering county audiovisual materials, and (3) a bibliography of professional references for the teaching of English.

CURRICULUM GUIDE FOR EXCEPTIONAL LEARNERS ENGLISH-READING 7-8. 1971. 110 pages. Williamsport Area School District, Williamsport, Pennsylvania. Available from EDRS only. [ED 074 503. EDRS price: MF–$0.75, HC–$5.40]

This curriculum guide is designed to help teachers plan a course of individualized instruction in language arts skills for seventh- and eighth-grade below-average learners. The guide includes a list of teacher objectives, a list of student objectives, a description of three diagnostic tests in reading and listening skills, and some examples of student interest inventories. The major section of the guide provides teaching objectives and strategies in perceptual motor skills, word identification skills, comprehension skills, and oral reading skills. An appendix describes supplementary activities for "Making English Live," for developing listening skills, and for role playing and dramatic activities. Four suggested units of study (in pop music, folklore, speech, and mass media) are also described in the appendix. A bibliography is included.

ENGLISH PROGRAM NONGRADED PHASE-ELECTIVE. 1972. 285 pages. $15.00. (Make check payable to Goose Creek School System.) Address orders to Jane Mitchem, Coordinator, English Education, Goose Creek Consolidated Independent School District, Baytown, Texas 77520. [ED 073 471. EDRS price: MF–$0.75, HC–$13.80]

This program guide contains detailed syllabi for over fifty elective courses in a five-phase program for grades ten through twelve. Focusing on instruction in language, grammar, composition, and literature, it describes courses on such subjects as "Concepts in Language and Composition," "Teenage Tales," "American Folklore and Legend," "Creative Writing," "Science Fiction," "Oral Communication," "Literature and Politics," "Transformational Grammar," "Individualized Reading," "The British Novel," and "Masterpieces of Literature." The syllabus for each course contains a rationale, a synopsis, a list of goals, a description of the basic area to be studied, a list of materials to be used, suggested approaches and procedures, and a bibliography of teacher resources. Also included are a rationale for the entire phase-elective program, a bibliography of general resources for the teachers involved, some sample premium contracts which advanced students may choose, a description of various paragraph patterns, and a presentation of the proper form for footnotes and bibliographies.

ENGLISH CURRICULUM GRADES 9-12. 1972. 46 pages. $1.00. (Make check payable to Father Flanagan's Boys' Home.) Address orders to Al Bosn, Boys Town High School, Boys Town, Nebraska 68010. [ED 073 472. EDRS price: MF -$0.75, HC -$1.85]

This curriculum guide describes a high school English program structured to meet an individualized program designed to provide as much tutorial help as possible. The general goal of the program is to improve communication skills in reading, writing, speaking, and listening. The guide discusses the following specific components of the program: grading, the basic skills learning center, oral communication skills, the elective program, and the summer school program. Two reading lists are included: a list of literary selections adopted by the majority of the schools in the Omaha area and a list of high interest books for students with reading difficulties. Also included is a bibliography of professional reading for the teacher in the areas of reading skills, composition and rhetoric, language, literature, education, and English education.

ORAL COMMUNICATION - BULLETIN 721. 1972. 94 pages. $1.00. (Make check payable to Florida Department of Education.) Address orders to J. Emory Dykes, Administration Textbook Services, 317 Knott Building, Tallahassee, Florida 32304. [ED 067 706. EDRS price: MF -$0.75, HC -$4.20]

This bulletin implements the position paper on speech published by the Florida Department of Education [ED 053 133], which is reprinted as an appendix to this document. The bulletin offers guides and outlines for eight courses in speech communication: the basic course, public speaking, discussion, debate, parliamentary procedures, mass communication, interpretation, and drama. Each course guide begins with a statement of philosophy and objectives, outlines each course unit, and ends with a bibliography. The individual course units are presented in terms of objectives, special considerations, alternative student activities, and evaluation procedures.

Selected Guides Reviewed and Recommended in 1972

Grades K-12

CATALYSTS: A GENERAL ECLECTIC HANDBOOK; TEACHER'S LITTLE RED BOOK; and LANGUAGE ARTS GUIDE. 1971. Three volumes. $2.00 each volume. Address orders to Don Shutt, Language Arts Coordinator, Eugene Public Schools, Education Center, 200 North Monroe Street, Eugene, Oregon 97402. [*Catalysts* (138 p.): ED 073 470. EDRS price: MF–$0.75, HC–$6.60]

Catalysts and *Teacher's Little Red Book* will give any curriculum committee or teacher many stimulating ideas for language arts classes. The guides provide a framework for language arts units giving a unity for content and process. Included are position papers for literature, language, rhetoric, and reading. *Language Arts Guide* is a resource unit, not a teaching unit, containing a compilation of ideas, materials, methods, and handouts for ninth-grade English classes. The units take a humanities approach. Some of the sub-units are "Who Am I," "Communicating with Others," and "Prejudice and Alienation." There is an endeavor in all the guides to provide opportunities to explore problems relating to the student and society and to provide him with the language skills necessary to be a more useful member of society.

Elementary: Grades K-6

LANGUAGE ARTS CURRICULUM GUIDE 1971 - THE LIMITS OF MY LANGUAGE MEAN THE LIMITS OF MY WORLD. Two volumes (K-3 and 4-6). $15.00 for both volumes. (Make check payable to Independent School District No. 271.) Address orders to Mrs. Joan Black, Director, Instructional Materials Center, Bloomington Public Schools, 10025 Penn Avenue, South Bloomington, Minnesota 55420. [ED 021 855. Not available from EDRS]

The two-volume guide is based on broadly stated behavioral objectives, providing the teacher with a focus and a sense of direction integrated within a whole. Seven major goals dealing with the student's awareness of self in relation to communication–verbal and nonverbal–are the foundation of each grade program, K-6.

LANGUAGE ARTS BOOK 1 (K-2), Book 2 (3-4), Book 3 (5-6). 1971. $2.00 per book. Address orders to Berkie Lowe, Reading Supervisor, Conrad Area School District, 99 Middleboro Road, Wilmington, Delaware

19804. [Book 1: ED 068 926; Book 2: ED 068 927; Book 3: ED 068 928. EDRS prices: ED 068 926 (148p.): MF–$0.75, HC–$6.60; ED 068 927 (108p.): MF–$0.75, HC–$5.40; ED 068 928 (173p.): MF–$0.75, HC–$7.80]

These guides present a hierarchy of continuous development in the listening, speaking, reading, spelling, and writing abilities. The individualization of instruction is stressed; hence, the guides are not arranged by grades but by sequential levels, two levels per book.

Each of the five instructional areas in each book presents a philosophy, a list of materials and objectives, a bibliography, and a list of skills. While cognitive skills are stressed, the affective domain is recognized as very important but subject to personalized development both in sequence and time.

TAKE IT FROM THE BEGINNING (K-3), READING IN THE MIDDLE (4-6), and A READING SKILLS GUIDE FOR USE IN THE CONTENT AREAS FOR JUNIOR AND SENIOR HIGH SCHOOLS. 1971. Three volumes. $2.00 each volume. Address orders to Ms. Mae McCarthy, Santa Clara County Office of Education, 45 Santa Teresa Street, San Jose, California 95110. [K-3: ED 067 637; 4-6: ED 067 638; Jr.-Sr.: ED 067 639. Not available from EDRS]

Three corrective guides for the respective grade levels were developed to aid teachers in a focus on individualization of reading. The primary guide describes assessment instruments. Teaching ideas are offered in language development, auditory discrimination, visual discrimination, and visual memory. The aims of the middle grade teachers are on practical assessment and teaching ideas. Individualized techniques for meeting reading needs and skills in content areas are emphasized in the junior-senior high guide.

Secondary: Grades 7-12

ENGLISH FOR THE SEVENTIES: A GUIDE FOR THE TEACHING OF ENGLISH, EIGHTH LEVEL. 1971. 85 pages. Address orders to Dr. James Guines, Associate Superintendent of Instructional Services, Public Schools of the District of Columbia, 415 12th N.W., Washington, D.C. 20004. [ED 063 349. EDRS price: MF–$0.75, HC–$4.20]

The emphasis in *English for the Seventies* is on improving skills in reading comprehension. The content of the course is American literature correlated with American history. Objectives are stated in behavioral terms. An extensive checklist of skills is provided. Sample learning paks–self-directed individual lessons–and a complete unit on Washington, D.C., are included.

JUNIOR SECONDARY SCHOOL - ENGLISH 8, 9, 10 (1965); SENIOR SECONDARY SCHOOL ENGLISH (1966); ENGLISH XI; and SENIOR SECONDARY SCHOOL ENGLISH - ENGLISH 12 (1972). Four volumes. Address orders to Mr. L. C. Mendoza, Curriculum Consultant, Province of British Columbia, Department of Education, Victoria, British Columbia. [1965: ED 067 675; 1966: ED 067 676; Eng XI: ED 067 677, 1972: ED 067 678. EDRS prices: ED 067 675: MF–$0.75, HC–$5.40; ED 067 676: MF–$0.75, HC–$1.85; ED 067 677: MF–$0.75, HC–$1.50; ED 067 678: MF–$0.75, HC–$1.50]

The basic aim of the courses is to develop the ability of the student to understand and use the English language. The guides are organized by literature and language phases but cross-references and footnotes enable a teacher to interrelate the phases during the year. Emphasis is on increasing oral expression. Interesting development of the language is accomplished from a historical viewpoint. The guides are sequential and developmental. Objectives, philosophy of content, suggested activities, methods, and materials are offered for each unit of study.

ENGLISH COURSE OF STUDY (7-12). 1971. Six volumes. $4.00 per guide. (Make check payable to Rochester Public Schools.) Address orders to Curriculum Office, Rochester Public Schools, Coffman Building, Rochester, Minnesota 55901. [Vol I: ED 068 917; Vol II: ED 068 918; Vol III: ED 068 919; Vol IV: ED 068 920; Vol V: ED 068 921; Vol VI: ED 068 922. EDRS prices: ED 068 917: MF–$0.75, HC–$4.20; ED 068 918: MF–$0.75, HC–$3.15; ED 068 919: MF–$0.75, HC–$4.20; ED 068 920: MF–$0.75, HC–$4.20; ED 068 921: MF–$0.75, HC–$3.15; ED 068 922: MF–$0.75, HC–$4.20]

English Grade 7, English Grade 8, English Grade 9, English Grade 10, English Grade 11, and *English Grade 12* are individual curriculum guides including goals, philosophy, a message to the teachers, and theories for composition, literature, and language curricula. The composition section of each guide covers descriptive, narrative, and expository skills appropriate for grade level of the guide. The language and literature sections vary with relation to grade level and are developed in a sequential manner. There are four concepts which serve as the basis of the curriculum: man in relationship to himself, his fellow man, and nature, and man in relationship to a supreme being. Outlines for lesson plans are included.

NONGRADED PHASE ELECTIVE SENIOR HIGH ENGLISH CURRICULUM (9-12). 1971. 488 pages. $8.00. (Make check payable to South Bend Community School Corporation.) Address orders to Mr. Russell Rothermel, Assistant Superintendent of Instruction, 635 South Main Street, South Bend, Indiana 46623. [ED 074 512. EDRS price: MF–$0.90, HC–$23.40]

The English curriculum guide from the South Bend Community Schools contains a description of 111 courses offered to South Bend students in seven high schools. A separate set of electives is presented to students in ninth grade. A nongraded phase program is presented to students in the upper three grades. Outlines include course descriptions, course objectives, course emphases, suggested materials, and related activities. Each course is outlined by weeks on a twelve-week elective system. A philosophy and overall plan is also included in the guide.

ENGLISH AS EXPLORATION - A PERSONALIZED APPROACH TO TEACHING. 1970. 44 pages. $2.00. Address orders to Mrs. Mary E. Flynn, English Department, Evanston Township High School, Evanston, Illinois 60204. [ED 068 978. EDRS price: MF–$0.75, HC–$1.85]

The authors of this guide are encouraging active involvement of students in the process of learning. Major premises on which the program is based are flexible structures in which students learn to write by writing, talk by talking, and appreciate by personal response. There is an attempt to create an intra-disciplinary curriculum in a humanistic-oriented use of multimedia as stimuli for discussion and creative dramatics. The student-centered goals of the guide are to help develop a whole person through direct experiences. Bibliographies are included.

SURVEY OF MASS MEDIA (Grades 11-12). 1971. 120 pages. $1.00. (Make check payable to Stow City Schools.) Address orders to Mr. Ronald Davidoff, Secondary Curriculum Director, 3732 Darrow Road, Stow, Ohio 44224. [ED 067 696. EDRS price: MF–$0.75, HC–$5.40]

This study outline has been formulated as a guide in teaching a course surveying the influence of the mass media. It is designed for high school juniors and seniors, hopefully with some interest in surveying media influence today. The course itself, designed for one semester of study, is not intended to be strictly structured; changes and additions may be made to adapt the material to changing conditions in the media field. The course covers the characteristics of each medium of communication: newspapers, magazines, radio, T.V., movies, and books. It also shows factors that shape the offerings of each medium and examines devices used by any or all of these media to mold public opinion. The purpose of this course should be to help students form criteria by which to judge media messages critically.

Criteria for Planning and Evaluation of English Language Arts Curriculum Guides (Revised)

Introduction

To perform the task of curriculum evaluating, the Committee on Curriculum Bulletins has developed and repeatedly revised its "Criteria for Planning and Evaluation of Curriculum Guides," trying to keep up with trends set by the best curriculum practitioners. These criteria were established with several objectives in mind. First, with these criteria each member of the Committee has a uniform tool which he can use to evaluate the curriculum guide. In line with this first objective, the subcommittee that developed the criteria* felt that each guide should be evaluated as a unique guide, not directly compared to other guides throughout the United States. Secondly, the criteria serve to help schools and other educational agencies develop and evaluate curricula designed to guide teachers. The Committee also hopes that the criteria will be a possible change agent. The evaluation instrument was designed to apply to many different content emphases within the field of English-language studies, along with the learning process, organization, methodology, and language versatility. The criteria and the annotation are a kind of synthesis set of Utopian standards with definite biases that the Committee readily acknowledges. So far no single guide has "met" the standards for the criteria.

School districts wishing to have guides evaluated should mail one copy to the NCTE Committee on Curriculum Bulletins, 1111 Kenyon Road, Urbana, Illinois 61801. It would help the Committee to have in addition a statement containing information about the development of the guide, the nature of the school population and community, and the guide's relationship to other curriculum materials in use. The evaluation process normally takes from four to eight weeks. There is no charge for this service.

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*The subcommittee for the 1971 criteria included Sister Rosemary Winkeljohann, then Chairman of the Committee; William Strong, Associate Chairman; Allan Dittmer, Member of the Committee; William J. Scannell, NCTE Liaison Officer; David Kives, former NCTE Director of Special Projects; and Richard Adler, former NCTE convention coordinator. The subcommittee for the current revised criteria (1973) included Richard Adler, University of Montana; Mae L. Jackson, University of Oregon; Allan Dittmer, University of Nebraska; Barbara Rodgers, University of Cincinnati; Betty Swiggett, Hampton, Virginia; Adrian B. Sanford, Educational Development Corporation; and Mima Ann Williams, Abilene, Christian College.

PHILOSOPHY: What We Subscribe To

This guide . . .

1. has a statement of philosophy that coherently explores the beliefs of teachers about students and subject matter.

   Philosophy is what we believe, and it's a good thing to get out in the open.

2. has content that follows logically and consistently from its statement of philosophy.

   If a philosophy doesn't guide decision-making, it's largely useless.

3. promotes a natural, organic integration of language arts experiences.

   Things ought to go together.

4. encourages teachers to view language both as a subject and as a communicative process central to all human life and learning.

   Language is primarily a living process, not an artifact.

5. stipulates that individual processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.

   The best chance for stimulating learning is to start where the kids are.

6. expresses the belief that the English program should aid students in planning, executing, and evaluating their learning experiences both individually and in groups.

   Who's it for anyway? Complete involvement in the process is ideal.

7. suggests that teaching and learning are cooperative, not competitive, activities in the classroom.

   Nobody ever really wins. The business of the classroom is cooperation: between teachers and students, and students and students.

8. indicates that successful experiences in language development are essential for all students.

   Success comes in all colors, shapes, and sizes. All kids need to succeed in school.

POLICIES AND PROCEDURES: How We Operate

This plan . . .

1. helps free teachers by explaining their responsibilities and by suggesting the possibilities open to them.

School systems usually have expectations, and it's a good thing for teachers to know their options.

2. states procedures for both individual and group decision-making on such matters as selecting and ordering materials, equipment, and services.

   The nuts and bolts ought to be specified, not just guessed at.

3. supports the view that curriculum building is an ongoing process.

   Curriculum, like kids, keeps changing—or at least it should. There ought to be a plan and somebody to make sure it happens.

4. reflects the interaction and cooperation of members of the total educational community.

   Everybody should have a say, and they ought to be listened to.

5. encourages continual inservice training and professional improvement for all teachers.

   Change is continuous, as is the learning process.

OBJECTIVES: What We Hope Will Happen

This guide . . .

1. has objectives that follow directly from the philosophy.

   "What you see is what you get!"

2. sets clear objectives for all the major components of the English curriculum.

   Say what you want to happen so that it makes sense to you and anybody who reads it.

3. states objectives in a manner which facilitates recognition and description of progress.

   An objective can be a useful thing if it helps you to focus on what kids do.

4. distinguishes teacher objectives from student objectives.

   What teachers do should be differentiated from what students do.

5. recognizes that many objectives are desirable even though progress toward them may not be conveniently observed nor accurately measured.

   Restriction to a limited set of precise objectives can unduly inhibit learning and teaching. Some goals are reached only very gradually, almost imperceptibly, and some processes are not easily broken into steps or levels of achievement.

6. recognizes that cognitive and affective behavior are inseparable in actual experience.

   Thoughts and feelings interact continuously.

7. contains objectives for improving language performance, as well as perceiving more clearly what others do with language.

   Language is a game for playing as well as watching. You learn to do something by doing it, not by sitting on the sidelines.

ORGANIZATION: How We Channel the Flow of Energy

This plan . . .

1. makes clear how particular units, lessons, and/or procedures are related to the total English program.

   Connections need to be made now and then. It helps if you have some idea how things might fit together and make sense.

2. suggests a possible workable sequence of basic communication skills.

   A suggested logical order is helpful even if it can't always be followed by particular children.

3. organizes major aspects of the language arts to provide directions for planning.

   Themes are a pretty good way to organize a curriculum but not the only way.

4. regards textbook materials, if used, as resources rather than courses of study.

   Textbooks don't equal the curriculum—at least not in the best programs. Teachers and kids and parents are the real resources.

5. suggests a variety of classroom organizations and activities to accommodate various kinds of learning.

   Classrooms are not conveyor belts in the factory of learning. It's the things that happen on the way that count.

6. supplies specific procedures which will enable teachers to help their students to become increasingly independent.

   Dependency is learned, but so is independence.

7. reflects the principle that the students themselves should often generate learning activities.

   Kids are natural learners who sometimes learn to be uncurious and unquestioning. They learn when we let them.

PROCESS AS CONTENT: The Ways That Students Experience

This guide . . .

1. distinguishes between conventional "expository" teaching methods and "discovery," "inductive," or "inquiry" methods.

   No method is sacred; each is useful for a different purpose. In many schools, however, more emphasis needs to be placed on inquiry.

2. contains activities that have a "problems" or "questions" focus.

   Documents from the past or problems from the present or future should often be used to promote training in inquiry.

3. arranges its inquiry approach so that students gain confidence in their problem-solving abilities.

   An "inquiry attitude" is learned through successive and successful encounters with problems that can be solved.

4. indicates methods to promote cooperative interaction among students.

   Classroom experiences should provide guided practice in group dynamics.

5. has strategies to encourage each student to discover and extend his own ways of perceiving and learning.

   Because each student has a unique perception of experience, it is essential for him to develop his own growing analytic and creative powers.

6. stipulates ways to focus conscious attention on the processes of inquiry and learning.

   Inquiry processes—learning how to learn—are probably the most important activities that students and their teachers can engage in.

LANGUAGE

This guide . . .

1. suggests that the content of language study often comes from real life.

   Language is as real and personal as each individual.

2. provides for study of conventional areas of linguistics.

   Linguistics, as usually taken up in schools, includes semantics, history of language, grammars, regional dialects, social dialects, lexicography, and kinesics (body language).

3. suggests study of unique customs of specific language areas.

The "languages" of advertising, politics, religion, and many other human activities are worth studying. Teachers need to ask the right questions about the ways these languages work.

4. provides for frequent imaginative use of language in student-created and student-moderated groups.

   Improvised drama, role-playing, task groups, and brainstorming are ways that kids can explore language. Imagine what it would be like if. . . . Then talk it out.

5. reflects knowledge of current or recent developments in modern language theory.

   Some of the new grammars work better than the old ones because they describe our language more precisely.

6. suggests activities that help students learn the difference between grammar and usage.

   Grammar is primarily the study of language structure; usage is the study of the values we attach to pronunciations, vocabulary, and particular conventions.

7. recognizes that analysis of language, as in grammar study, does not necessarily improve performance in composing.

   The analysis of grammar is different from processes of composing.

8. recognizes the assets of bidialectal, bilingual, and non-English-speaking children in exploring language concepts.

   We live in a pluralistic society.

9. suggests activities that help students acquire or expand their facility to understand and use the English language.

   The basis for all language is experience.

10. recognizes the importance of children accepting their "home-rooted" language, as well as that of others.

    Positive self-concepts help kids to become more "open" people.

COMPOSITION: How We Shape Language and Ourselves

This guide . . .

1. perceives composing as occurring in four ways: speaking, writing, acting, and filming.

   Composing requires an orchestration of experience. There are different ways to say things, and all are worthy of investigation.

2. emphasizes the significance of composing as a means of self-discovery.

   E. M. Forster said, "How can I know what I think 'til I hear what I say?"

3. recognizes the importance of the composing processes as ways of bringing order to human experience.

   Composing is a way to make sense of our world.

4. has activities designed to stimulate composing.

   Precomposing experiences, if important to kids, can help stimulate more worthwhile writing.

5. recommends that composing should often occur in small groups.

   Kids can help each other shape their thinking.

6. affirms that composing is always creative.
7. suggests that composing stems from meaningful precomposing experiences.

   The better the input, the better the output. Creation requires stimulation.

8. recommends that composition should occur for different purposes and usually for audiences other than the teacher.

   Decisions about communication ought to be determined by something more than the teacher's grade book. Authenticity is a function of knowing whom you're talking to and why.

9. recommends that composing should occur in an atmosphere of maximum sharing.

   Let kids help each other.

MEDIA: "The Medium Is the Message"

This guide . . .

1. promotes audiovisual as well as verbal literacy.

   Students need to explore the relationships among visual, verbal, and kinesthetic communication.

2. acquaints teachers with the characteristics and potential use of various media.

   The electronic age is with us. Are we with it?

3. suggests ways of involving students in using media.

A pen and ink is just one voice. Kids need the options of communicating with color, motion, and sound.

4. suggests specific media supplements for learning activities.

   The media are like extension cords; they plug into a wider world.

5. lists media resources available to teachers, and specifies procurement procedures.

   What's available and how do you get it? Media doesn't get used unless it's accessible.

READING AND LITERATURE: The Worlds Students Experience

This guide . . .

1. provides ways for the teacher to determine individual degrees of readiness.

   Shakespeare said, "The readiness is all."

2. suggests procedures to help teachers develop student reading skills.

   The "teaching of reading" means more than having a few books around.

3. recognizes that a total reading program reaches beyond the developing of basic reading skills.

   A person really never stops learning how to read. There are always new skills to learn.

4. relates the skills of reading to a total language program.

   Reading, writing, listening, and speaking are more like a web than like four peas in a pod. You touch one strand of language experience, and the whole thing vibrates and responds.

5. makes provisions for a comprehensive literature program.

   Get a lot of books of all kinds in kids' hands.

6. recognizes that it is more important to "engage in" literature than to talk about terms.

   Literary terms, conventions, and systems of classification are inventions of the profession. If talk about these externals is substituted for experience with literature, we "murder to dissect," as Wordsworth put it.

7. recommends that teachers allow and encourage students to select and read all types of literature, especially contemporary.

   Take the lid off the reading list, and let kids explore.

8. helps teachers to identify, accept, and explore all varieties of affective and cognitive response.

   What kids say about literature is important, and so is how they feel about it. Our efforts should be devoted to helping kids extend and deepen their responses.

9. suggests acting and role playing as a means of exploring literature.

   Literature is frozen drama. Whenever you get your body into the language of a poem or story, you're interpreting it.

EVALUATION: Discovering and Describing Where We Are

This guide . . .

1. has a coherent and useful rationale for evaluation.

   The rationale should be related to philosophy and objectives. The reporting policy should be explicit.

2. stipulates that reporting procedures describe pupil progress, including growth beyond the scope of stated objectives.

   Teachers and students should not feel inhibited by narrowly specified objectives. "The asides are essential to the insides."

3. makes clear that grades and standardized tests, if used, do not constitute the major purpose of evaluation.

   Marks and scores are not ends; the end of evaluation should be information useful for furthering achievement.

4. suggests methods of evaluation which help to encourage a pupil, not to discourage him.

   Teachers should encourage and respect any progress a pupil makes rather than punish or badger him for any apparent lack of progress.

5. helps teachers diagnose individual learning progress and suggests methods and material to accomplish this.

   Each pupil learns in a different way at a differing rate from other pupils.

6. suggests that most evaluation be tailored to the students' ability, age, and personality.

   Evaluation should be adapted to people, not vice versa. If evaluation is primarily for helping individuals learn, and if differences are at least acknowledged, then evaluation should be individualized.

7. recognizes that the student must be involved in all evaluation.

   Self-evaluation is crucial to learning.

8. suggests ways that teachers and students can use the results of evaluation to change the program as often as necessary.

   The ideal curriculum is tentative, flexible, and responsive to the results of continual evaluation.

DESIGN: Form, Function, and Flavor

This guide . . .

1. is easy to read; the language is clear and effective.

   Guide writers should set a good example in communicating; our medium has a message.

2. exhibits an appealing form and style.

   An attractive and creative guide will stimulate use.

3. has a format which makes revision convenient.

   A looseleaf format makes a guide more amenable to change.

4. states its relationship to any other curriculum guides published by the school system.

   Sometimes new teachers have a better idea of what's going on when curriculum relationships are explicit.

5. suggests as resources a large variety of specific background materials and school services.

   A guide, to be useful, has got to have useable things in it.

6. identifies people and procedures which will promote interdisciplinary activities.

   We can build walls around ourselves with labels like English, social studies, and science.

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NCTE Curriculum Resources

Aids to Curriculum Planning: English Language Arts K-12. *Bernard O'Donnell, editor; Charles and Nancy Neff, compilers*

Excerpts from useful guides are presented to aid committees developing language arts curriculum guides. Criteria for selection were that the excerpts be readable, efficient, adaptable, and dependable. As a collection these excerpts exemplify improvements in seven areas commonly covered by curriculum guides: philosophy, objectives, language, composition, media, reading and literature, and evaluation. Appendix contains NCTE "Criteria for Planning and Evaluation." 200p. 1973 (NCTE and ERIC/RCS. E.S.C. (LC 73-85175)

00233 *$4.95 ($4.50)*

Elective Programs in English. *Kenneth Donelson, editor*

Articles describe successful elective programs in English: units on Shakespearean studies, film, the Bible as literature, children's literature, modern grammar, poetry, individualized reading, and semantics and logic. Bibliography. 80p. 1972 (*Arizona English Bulletin*). E.S.

01456 *$1.95 ($1.75)*

Some New Ways of Looking at the English Curriculum. *Kenneth Donelson, editor*

To many, words such as accountability, assessment, and behavioral objectives have caused uncertainty, anxiety, or anger—but they refuse to disappear. In different ways, the authors attack, clarify, and try to resolve some of these challenges to the English curriculum. Approaches explored include using small groups in high school, thematic unit planning, interdisciplinary team teaching, and gamemaking. 112p. April 1973 *Arizona English Bulletin*. S.

04667 *$2.35 ($2.10)*

Creative Dramatics and the Teaching of English. *Charles R. Duke*

Stresses the need for teachers, administrators, and curriculum planners who understand how creative dramatics can foster imaginative problem-solving in almost every area of study. Discusses the educational philosophy of creative dramatics as a teaching method and the role and attitudes of the teacher. Offers suggestions for guiding students in creative dramatics and includes a handbook of resources designed for secondary school teachers. 180p. 1974. E.S.C. (LC 74-81362)

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Alternatives in English: A Critical Appraisal of Elective Programs. *George Hillocks, Jr.*

A detailed examination of efforts to restructure traditional English courses through elective programs. Hillocks examines rationales on which programs seem to be based, program structures, patterns of course offerings, course designs, and methods and results of evaluation. Identifies weaknesses in specific programs and recommends strategies for strengthening elective programs. 156p. 1972 (NCTE and ERIC/RCS). E.S.C. (LC 72-94102)

00251 *$3.25 ($3.00)*

Some Questions and Answers About Planning Phase-Elective Programs in English. *Edward B. Jenkinson, editor*

Answers questions on the nature, background, and advantages of phase-elective programs, and the time and cost of planning and implementing such programs. Includes sample course descriptions, sample course outlines for teachers, and an extensive bibliography. 40p. 1972 (Indiana Council of Teachers of English). S.

04854 *$1.95 ($1.75)*